



Mayo, 2006

# Biblioteca Benjamín Franklin

Servicio Cultural e Informativo de los Estados Unidos

## Enseñanza del inglés Bibliografía

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### Assessing listening



*By Gary Buck*

Cambridge, UK:  
Cambridge University  
Press, 2001.  
418.007 BUC

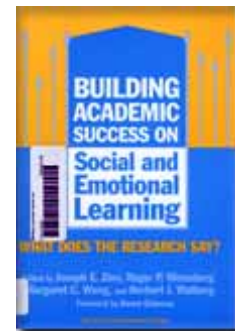
Listening is a key skill and teachers need to assess their students' listening ability. This book shows language teachers and testing practitioners how to assess listening comprehension. The intention is not to discuss theory and research for their own sake, but only sufficiently for practitioners to know how to construct language tests, the conditions that can have an impact on listening tests and how to interpret the test results.

### Building academic success on social and emotional learning: what does the research say?

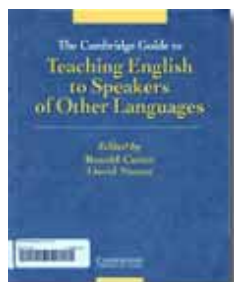
*By Joseph E. Zins*

New York, NY:  
Teachers College  
Press, 2004.  
370.153 BUI

In this book, recognized leaders in education and psychology examine the relationship between social emotional education and school success-specifically focusing on interventions that enhance student learning.



## Cambridge guide to teaching English to speakers of other languages



By Ronald Carter and David Nunan  
Cambridge, MA :  
Cambridge University Press, 2001.  
428.007 CAM

This book helps define TESOL and provides an excellent introduction for future language teaching professionals and is essential reading for students on undergraduate and postgraduate courses.

## Child and adolescent development for educators



By Judith L. Meece  
Boston, MA: McGraw-Hill,  
c2002.  
370.15 MEE

This text focuses entirely on the development of school-age children and youth. It provides deep, research-based coverage on topics of most immediate concern to teachers. These include cognitive development, social and emotional development, language development, literacy, individual differences in development, and children with special needs.



## Cognition and second language instruction

By Peter Robinson  
Cambridge, MA; New York, N.Y : Cambridge University Press,  
2001.  
401.9 COG

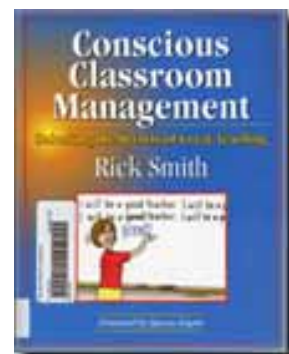
The influence of cognitive processing on second language acquisition (SLA), and on

the development of second language (SL) instruction, has always been a subject of major interest to both SLA researchers and those involved in SL pedagogy. Recent theoretical research into these areas has shown renewed interest in the role of cognitive variables such as attention, short, working, and long term memory. This volume examines the theoretical foundations of research into the cognitive processes underlying SLA, and describes various implications for pedagogically oriented research and for SL classroom practice.

## Conscious classroom management: unlocking the secrets of great teaching

By Rick Smith,  
illustrations by Tom Hermansen

San Rafael, CA:  
Conscious Teaching Publications, 2004.  
371.782 SMI



Conscious Classroom Management is a delightfully rich text that incorporates meaningful stories, insights, humor, and invaluable strategies for what really works in the classroom. And while classroom management is the primary factor behind how successful teachers can achieve sustained student learning, this wonderful text also addresses the human elements of teaching, focusing on three primary subjects: the students, the teacher, and the relationship between the two.

## Creating stories with children

By Andrew Wright  
Oxford ; New York :  
Oxford University Press, 1997.  
372.623 WRI

This book shows how to help children to make up their own stories in English. It encourages creativity, confidence,



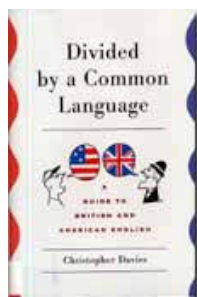
and fluency and accuracy in spoken and written English. It also introduces creative writing skills by showing children how to structure stories.



### **Designing tasks for the communicative classroom**

*By David Nunan*  
Cambridge [England] ;  
New York: Cambridge  
University Press, 1989.  
418.007 NUN

This book is a balanced introduction to the theoretical and practical aspects of communicative task design. It is aimed at all second and foreign language teachers and trainee teachers who want to develop their own tasks, or adopt/adapt those of others.



### **Divided by a common language: a guide to British and American English**

*By Christopher Davies*  
Boston, MA : Houghton  
Mifflin, 2005.  
427 DAV

Offers a detailed comparison of the language and customs of the US and UK and discusses all the important differences between the two countries in the practical details of daily life, and American readers in particular will enjoy his account of American culture as seen through an Englishman's eyes.

### **Do you speak American?**

*[videorecording]*

By William Cran  
Princeton, NJ: Films for the  
Humanities & Sciences,  
2005.

DVD 427.9 YOU

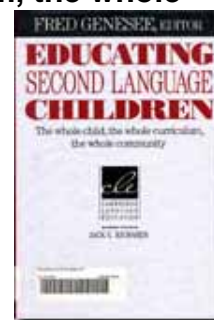
Examines socio-linguistic questions and the dynamic state of American English, a



language rich in regional variety, strong in global impact, and steeped in cultural controversy.

### **Educating second language children: the whole child, the whole curriculum, the whole community**

*By Fred Genesee*  
Cambridge [England];  
New York: Cambridge  
University Press, 1994.  
371.97 EDU



This book brings together the work of 15 elementary education experts who support an integrative approach to educating second language children, one that goes beyond language teaching methodology to cover a wide range of issues affecting the academic and social success of language minority children.

### **Enhancing professional practice: a framework for teaching**

*By Charlotte Danielson*  
Alexandria, VA: Association for Supervision  
and Curriculum Development, 1996.

371.102 DAN

The framework for teaching described in this book is based on the PRAXIS III: Classroom Performance

Assessments criteria developed by Educational Testing Service, which identifies those aspects of a teachers' responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning.



## Five-minute activities: a resource book of short activities

By Penny Ur, Andrew Wright  
Cambridge ; New York : Cambridge University Press, 1992.

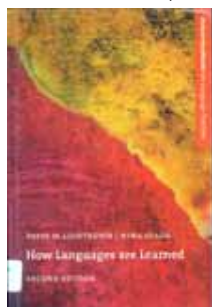


420.7 URP

A collection of over 100 ideas for the foreign language classroom, all of which can be used effectively with little or no preparation. The activities can vary pace and content, provide transitions, and otherwise contribute to the "well-orchestrated" lesson; give an opportunity for brief review and practice of vocabulary or grammar; help students and teacher to get to know each other; and offer extra material when a teacher has to fill in for a colleague at short notice.

## How languages are learned

By Patsy M. Lightbown and Nina Spada  
Oxford ; New York : Oxford University Press, 2004.

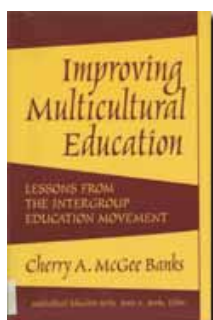


418.007 LIG

This book provides a clear introduction to the main theories of first and second language acquisition and, with the help of activities and questionnaires, discusses their practical implications for language teaching.

## Improving multicultural education: lessons from the inter-group education movement

Cherry A. McGeeBanks  
New York : Teachers College Press, 2005.



370.117 BAN

The publication of this book marks a significant development in the field of multicultural education and satisfies an important

need: focus in the history of the inter-group education movement as a vehicle to inform and improve multicultural education today.

## Intensive English USA 2005 : the world's most complete guide to Intensive English language instruction

Edited by Carl De Angelis  
New York : Institute of International Education, c2004.



REF 428.071 INT 2005

Contains basic information on colleges and universities in the United States about intensive English programs in the USA.

## Learning new languages: a guide to second language acquisition

By Tom Scovel.  
Boston, MA : Heinle & Heinle, 2001.

418.007 SCO



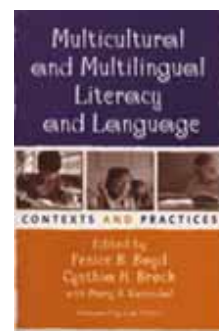
This book explores a wide range of issues that influence how children and adults learn second languages. Using P.L.A.C.E. as an acronym, standing for People, Language, Attention, Cognition, and Emotion, the book offers an accessible way to examine both the practical and theoretical sides of each issue.

## Multicultural and multilingual literacy and language: contexts and practices

New York : Guilford Press, 2004.

370.117 MUL

This book explores ways that teachers, reading





specialists, administrators and teacher educators can provide more effective literacy instruction to K-9 students from diverse ethnic, cultural and linguistic backgrounds. Cutting edge theory and research is interwoven with detailed case studies that bring to life complexities of teaching in today's multicultural classroom.

### Multiple intelligences in the classroom

*By Thomas Armstrong*  
Alexandria, VA: Association for Supervision and Curriculum Development, c2000.

370.15 ARM



This edition includes information on the eight intelligence (the naturalist), a chapter on a possible ninth intelligence (the existential), and updated information and resources throughout the text to help educators at all levels apply MI theory to curriculum development, lesson planning, assessment, special education, cognitive skills, educational technology, career development, educational policy, and more.

### New ways in teaching grammar

*By Martha C. Pennington.*  
Alexandria, VA : Teachers of English to Speakers of Other Languages, 1995.

428.007 NEW

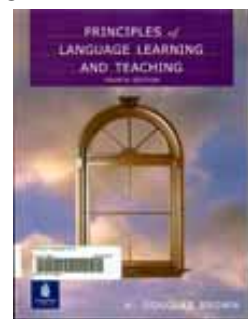
This book includes 85 ideas for the teaching of grammar submitted by English teachers from 10 countries in Asia, Europe, North America, and South America. The contributions include specific aspects of grammar such as noun phrases and modal verbs, as grammar topics at the discourse level.



### Principles of language learning and teaching

*By H. Douglas Brown*  
White Plains, NY : Longman, 2000.  
418.007 BRO

This book is the classic second language acquisition text used by teacher education programs worldwide. It introduces key concepts and simplifies them for students through definitions of terms, thought-provoking questions, charts, spiraling, and a classroom-friendly approach.



### Research perspectives on English for academic purposes

*By John Flowerdew and Matthew Peacock*  
Cambridge, MA : Cambridge University Press, 2001.  
428.007 RES

The number of non-native students studying in English medium universities has increased over the past decade. This growth is the interest in English for Academic Purposes (EAP). This book aims to bring to the applied linguistic community current research in EAP and its implications for pedagogy.

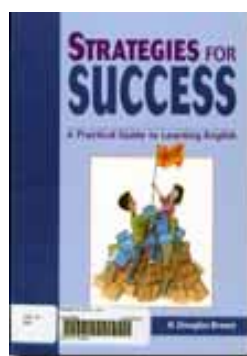


### Strategies for success: a practical guide to learning English

*By H. Douglas Brown*  
White Plains, N.Y : Longman, 2002.

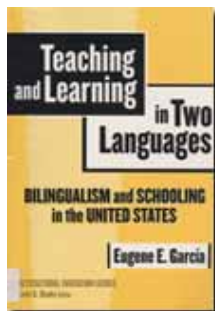
428.24 BRO

Gives students and teacher to take a fresh look at the learning process. It guides students to become aware of their learning styles and to develop



strategies to make their language learning successful.

### **Teaching and learning in two languages: bilingualism & schooling in the United States**



*Eugene E. Garcia*  
New York : Teachers College Press, 2005.  
370.117 GAR

The author uses a research-based and complex analysis to describe the ways in which students learn a second language and how schools can best facilitate the acquisition of a second language by bilingual students. Provides a comprehensive description of the theory and research on second-language teaching and learning, identifies the characteristics of effective bilingual education programs, and presents examples of school programs that exemplify these characteristics.

### **Teaching by principles: an interactive approach to language pedagogy**

*By H. Douglas Brown.*  
White Plains, NY :  
Longman, 2001.

418.007 BRO

This is a methodology text used in teacher education programs around the world. It offers a comprehensive survey of practical language teaching options, all firmly anchored in accepted principles of language learning and teaching.



### **Teaching children English: a training course for teachers of English to children**

*By David Vale with Anne Feunteun*  
Cambridge, UK ; New York : Cambridge University Press,  
1995.

428.007 VAL

This is a training course for teachers of English as a foreign language to young learners, aged 7 years and over. The book is intended for native and non-native teachers, and their trainers.

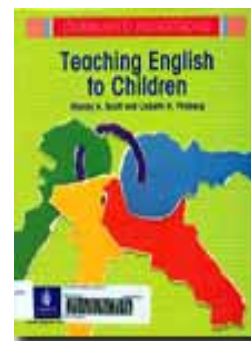


### **Teaching English to children**

*By Wendy A. Scott and Lisbeth H. Ytreberg.*  
New York, NY :  
Longman, 1990.

428.045 SCO

It is full of ideas and activities which can be adapted for use with children of any age and it gives much practical advice on the planning of lessons and the organization of the classroom.

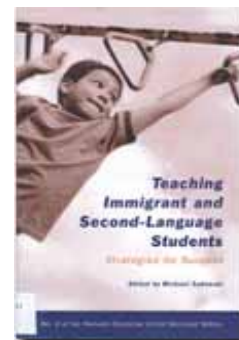


### **Teaching immigrant and second-language students: strategies for success**

*By Michael Sadowsk*  
Cambridge, MA: Harvard Education Press, 2004.

371.97 TEA

This volume draws on the work of teachers, administrators, and researchers to identify the practices that reach immigrant and second-language students most effectively.



## Teaching language: from grammar to grammaring

By Diane Larsen-Freeman  
Boston, MA : Thomson/Heinle, 2003.



428.007 LAR

This book explores the regular, predictable elements of language as well as the potential creativity of its underlying system. By combining a wide range of view points with her own personal experiences and studies, Diane Larson-Freeman challenges the static descriptive ideas of grammar, based on rules, and promotes the more fluid and dynamic notions of reason-driven grammaring, which she defines as "the ability to use grammar structures accurately, meaningfully, and appropriately

## The elements of international English style : a guide to writing correspondence, reports, technical documents, and Internet pages for a global audience



Edmond H. Weiss  
London : M.E. Sharpe, 2005.

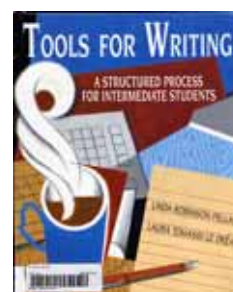
808.042 WEI

This handbook is for anyone who needs to write English correspondence and other documents for an international business audience. It integrates the theory and controversies of intercultural communication with the practical skills of writing and editing English for those who read it as a second language. The book emphasizes principles of simplicity and clarity, proper etiquette, cultural sensitivity, appropriate layout and typography and more, and thus will increase the chances that texts prepared by native English speakers will be properly understood by non-native speakers.

## Tools for writing

By Linda Robinson Fellag, Laura Tomassi Le Dréan  
Pacific Grove, CA : Heinle & Heinle, 1995.

808.042 FEL

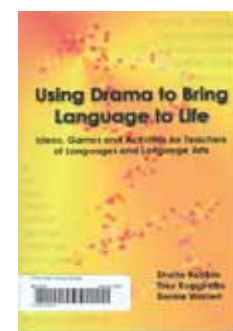


This book provides a structured, process approach with the "tools"-rhetoric, sentence structure, vocabulary, and grammar-that students need to become successful writers.

## Using drama to bring language to life: ideas, games and activities for teachers of languages and language arts

By Sheila Robbie, Tina Ruggirello, Bernie Warren  
North York, Ont : Captus Press, 2001.

407 ROB

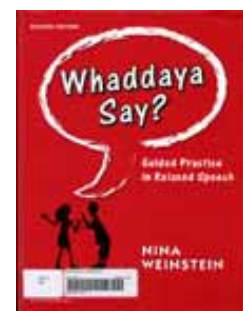


This is a practical handbook for those teaching or learning to teach languages or language arts. It provides careful instructions of various theatrical techniques to assist students and teachers throughout the stages from enrollment in dramatic role-play experiences to serious contemplation and critique.

## Whaddaya say?: guided practice in relaxed speech

By Nina Weinstein  
White Plains, NY : Longman, 2001.

428.3 WEI



Helps intermediate to high-intermediate students understand English as it is really spoken. This easy-to-use listening program familiarizes students with the rapid speech commonly used in everyday life. In recognizing the difference between careful, slow speech and relaxed, fast speech, students will improve their comprehension of spoken English both inside and outside of the classroom.